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ABSTRACT

This document brings together professional standards of the special education profession adopted by the Council for Exceptional Children (CEC). The standards represent the efforts of special educators to govern their own practice, guide agencies that certify or license special educators, and improve programs that prepare special educators. The publication includes the following professional standards and guidelines: (1) "CEC Code of Ethics for Educators of Persons with Exceptionalities," (2) "CEC Standards for Professional Practice," (3) "CEC Standards for Entry into Professional Practice," (4) "CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers," (5) "CEC Standards for the Preparation of Special Education Personnel," (6) "CEC/NCATE (National Council for Accreditation of Teacher Education) Guidelines for CEC Program Approval of Undergraduate or Basic Programs," (7) "CEC/NCATE Guidelines for CEC Program Approval of Graduate or Advanced Programs," and (8) "Non-NCATE Guidelines for Program Approval." (JDD)

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CEC Standards for Professional Practice in Special Education

April 1, 1994

The Council for Exceptional Children

EC 303049

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The Council for Exceptional Children

CEC: Leading the Way

The Council for Exceptional Children (CEC) is the largest professional organization internationally committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies; setting professional standards; providing continuing professional development; and assisting professionals to obtain conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field

The Council for Exceptional Children, a private nonprofit membership organization, was established in 1922. CEC is an active network of 59 State/Provincial Federations, 900 Chapters, 17 Specialized Divisions, and 275 Subdivisions with reach in over 40 countries.

The CEC Information Center: International Resource for Topics in Special and Gifted Education

The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* (published quarterly) and *Exceptional Children* (published 6 times per year) reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

CEC is pleased to provide these Standards for Professional Practice in Special Education to help guide professional etiquette, interpersonal behaviors, resolution of ethical issues, and evaluation of competent practice.

The Council for Exceptional Children
1920 Association Drive • Reston, Virginia 22091
703/620-3660 (Voice/TDD)
703/264-9494 (FAX)

CEC Standards for Professional Practice in Special Education

April 1, 1994

Published by The Council for Exceptional Children

Foreword

The Council for Exceptional Children (CEC), the association representing the special education profession worldwide, is pleased to provide you with the professional standards of the special education profession. These standards, developed over a 10-year period, represent the efforts of special educators to:

- govern their own practice;
- guide agencies that certify or license special educators;
- improve programs that prepare special educators.

It is through such high standards that CEC believes that it can fulfill its mission of achieving better outcomes for students with exceptionalities. For it is only through highly qualified professionals, practicing under appropriate conditions, that we can provide students with the quality education they need and deserve.

This publication includes the following CEC professional standards and guidelines:

- CEC Code of Ethics for Educators of Persons with Exceptionalities.
- CEC Standards for Professional Practice.
- CEC Standards for Entry Into Professional Practice.
  - — CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers.
- CEC Standards for the Preparation of Special Education Personnel.
  - — CEC/NCATE Guidelines for CEC Program Approval of Undergraduate or Basic Programs.
  - — CEC/NCATE Guidelines for CEC Program Approval of Graduate or Advanced Programs.
  - — CEC Non-NCATE Guidelines for CEC Program Approval.

CEC's Professional Standards are in a continual state of development, reflecting the latest knowledge regarding practice in the field. Each of the standards contained in this packet cite the date of publication. The reader is encouraged to obtain updates available from CEC.

George E. Ayers

Executive Director

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CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

D. Special education professionals exercise objective professional judgment in the practice of their profession.

E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

F. Special education professionals work within the standards and policies of their profession.

G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual,* Section Three, part 2 (p. 4). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

CEC Standards for Professional Practice

Professionals in Relation to Persons with Exceptionalities and Their Families

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

(1) Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.

(2) Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.

(3) Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.

(4) Maintain class size and case loads which are conducive to meeting the individual instructional needs of individuals with exceptionalities.

(5) Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.

(6) Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.

(7) Provide accurate program data to administrators, colleagues and parents, based on efficient and objective record keeping practices, for the purpose of decision making.

(8) Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior

Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Prōfessionals:

(1) Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.

(2) Clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.

(3) Conform to policies, statutes, and rules established by state/ provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.

(4) Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.

(5) Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

Support Procedures

(1) Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.

(2) Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.

(3) Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

(1) Develop effective communication with parents, avoiding technical terminology, using the primary language of the home and other modes of communication when appropriate.

(2) Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.

(3) Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.

(4) Extend opportunities for parent education utilizing accurate information and professional methods.

(5) Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.

(6) Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.

(7) Recognize that relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

(1) Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.

(2) Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.

(3) Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.

(4) Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.

(5) Follow local, state/provincial and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional Employment

Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

(1) Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.

(2) Professionals represent themselves in an ethical and legal manner in regard to their

training and experience when seeking new employment.

(3) Professionals give notice consistent with local education agency policies when intending to leave employment.

(4) Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.

(5) Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.

(6) Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.

(7) Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.

(8) Professionals respond objectively when requested to evaluate applicants seeking employment.

(9) Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

(1) Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.

(2) Professionals promote educational quality, and intra- and interprofessional cooperation through active participation in the planning, policy development, management and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.

(3) Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.

(4) Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.

(5) The administration and supervision of special education professionals provides for clear lines of accountability.

(6) The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

(1) Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as inservice training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.

(2) Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

(3) Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals

To the Profession

(1) Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.

(2) Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.

(3) Special education professionals refrain from using professional relationships with students and parents for personal advantage.

(4) Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.

(5) Special education professionals initiate, support and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:

(a) Adopt procedures that protect the rights and welfare of subjects participating in the research.

(b) Interpret and publish research results with accuracy and a high quality of scholarship.

(c) Support a cessation of the use of any research procedure which may result in undesirable consequences for the participant.

(d) Exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

To Other Professionals

Special education professionals function as members of interdisciplinary teams and the reputation of the profession resides with them. They:

(1) Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.

(2) Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.

(3) Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation and training, so that no duplication or loss in quality of services may occur.

(4) Provide consultation and assistance, where appropriate, to both regular and special education as well as other school personnel serving persons with exceptionalities.

(5) Provide consultation and assistance, where appropriate, to professionals in nonschool settings serving persons with exceptionalities.

(6) Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

The Council for Exceptional Children. (1993). *CEC Policy Manual,* Section Three, part 2 (pp. 4-7). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

CEC Standards for Entry Into Professional Practice

A. Requirements for professional practice should be sufficiently flexible to provide for the newly emerging and changing roles of special education professionals and to encourage experimentation and innovation in their preparation.

B. CEC and its divisions should be the lead organizations in establishing minimum standards for entry into the profession of special education. CEC should develop and promote a model that requires no less than a bachelor's degree which encompasses the knowledge and skills consistent with entry level into special education teaching.

C. Each new professional in special education should receive a minimum of a 1-year mentorship, during the first year of his/her professional special education practice in a new role. The mentor should be an experienced professional in the same or a similar role, who can provide expertise and support on a continuing basis.

D. State and provincial education agencies should adopt common knowledge and skills as a basis for providing reciprocity for approval of professional practice across state and provincial lines.

E. Approval of individuals for professional practice in the field of special education should be for a limited period of time with periodic renewal.

F. There should be a continuum of professional development for special educators. The continuum for special education teachers should include at a minimum:

(1) Knowledge and skills required to practice as a teacher in a particular area of exceptionality/age grouping (infancy through secondary).*

(2) Knowledge and skills required to excel in the instruction of a particular area of exceptionality/age group (infancy through secondary).**

G. Each professional in the field of educating exceptional students (e.g., teachers, supervisors, administrators, college/university faculty) should participate in a minimum of 25 clock hours each year of planned, "preapproved," organized, and recognized professional development activities related to his/her field of professional practice. Such activities may include a combination of professional development units, continuing education units, college/university coursework, professional organization (e.g., CEC federations and chapters, divisions, subdivisions, and caucuses) service, professional workshops, special projects, or reading professional literature. Employing agencies should provide resources to enable each professional's continuing development.

* See *CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers.* Additional entry-level knowledge and skills into a particular area of exceptionality are currently under development.

** Currently under development.

The Council for Exceptional Children. (1993). *CEC Policy Manual,* Section Three, part 2 (p. 12). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

CEC Standards for Entry Into Professional Practice

CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

Preamble

The standards of the profession of special education are a formally codified set of beliefs. These belief statements represent the special educators principles of appropriate ethical behavior and are based on several assumptions. One assumption of this common core of knowledge and skills is that the professional conduct of entry level special educators is foremost governed by the CEC Code of Ethics:

Special education professionals:

- Are committed to developing the highest educational and quality of life potential of individuals with exceptionalities;
- Promote and maintain a high level of competence and integrity in practicing their profession;
- Engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects;
- Exercise objective professional judgment in the practice of their profession;
- Strive to advance their knowledge and skills regarding the education of individuals with exceptionalities;
- Work within the standards and policies of their profession;
- Seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession;
- Do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Second, special education has within its heritage the perspective of embracing individual differences. These differences include the traditional consideration of the nature and effect of exceptionalities. Special education professionals must continue to broaden their perspective to ensure vigilant attention to the issues of diversity such as culture, language, gender, religion, and sexuality. Diversity is such a pervasive concern that statements involving diversity were infused throughout the model (see Knowledge and Skills Statements #2, 4, 8, 12, 15, 22, 42, 44, 76, 97, and 100).

Third, this common core of knowledge and skills may change over time. As with the adoption of the CEC Code of Ethics, time should provide for continuing examination, debate, and further articulation of these knowledge and skills for entry-level special educators.

The CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers was the culmination of a three-year effort which included reviews and discussions of the available knowledge and skills, ERIC searches and reviews of the literature, discussion of procedures, selection of 195 knowledge and skills statements in nine areas for obtaining per-

ceptions from CEC members, development and pilot testing of the Survey, distribution of the Survey to a random stratified sample (teacher vs. non-teacher; division; state/province) of 1072 CEC members, and review and in-depth discussion of the Survey results.

Several results concerning the Survey are important. The response rate was 54%, extremely high and representative of CEC members. This was especially significant considering the length of the Survey (195 statements). There were few statistically significant differences for the 195 statements considering role of responder or years of experience; the number of significant differences was not significantly greater than chance. There was significant variation among the ratings across statements, indicating that the respondents were critical in their ratings. Most respondents perceived most knowledge and skill statements to be in the array of knowledge and skills which should be considered for all entry-level special educators as most were rated as "essential" or "desirable but not essential." The final document is the CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers composed of 107 statements in eight categories.

It was through significant professional and personal commitment that the members of the Subcommittee on Knowledge and Skills finished this product in a high quality and timely manner. This resulted in a mutual respect among the members of the Subcommittee with whom we learned not only about knowledge and skills but about each other. May those who use this common core of knowledge and skills experience that same mutual respect among all those who serve students and their families.

Knowledge and Skills Statements

I. Philosophical, Historical, and Legal Foundations of Special Education

Knowledge:

1. Models, theories, and philosophies that provide the basis for special education practice.
2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationships among child, family, and schooling.
3. Issues in definition and identification procedures for individuals with exceptional learning needs.
4. Assurances and due process rights related to assessment, eligibility, and placement for students who are culturally and/or linguistically diverse.
5. "Rights and responsibilities" of parents, students, teachers, and schools as they relate to individuals with exceptional learning needs.

Skills:

6. Articulate personal philosophy of special education including its relationship to/with regular education.
7. Conduct instruction and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.

II. Characteristics of Learners

Knowledge:

8. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals.
9. Differential characteristics of children and youth with exceptionalities (including levels of severity where applicable).
10. Characteristics of normal, delayed, and disordered communication patterns of exceptional individuals.
11. Effects an exceptional condition may have on an individual's life.
12. Characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc.).
13. Effects of various medications on the educational, cognitive, physical, social, and emo-

tional behavior of individuals with exceptionalities.

14. Educational implications of characteristics of various exceptionalities.

Skill:

15. Access information on various cognitive, physical, cultural, social, and emotional conditions of individuals with exceptionalities.

III. Assessment, Diagnosis, and Evaluation

Knowledge:

16. Basic terminology used in assessment.
17. Ethical concerns related to assessment.
18. Legal provisions, regulations, and guidelines regarding student assessment.
19. Typical procedures used for screening, prereferral, referral, classification.
20. Appropriate application and interpretation of scores, (e.g., grade score vs. standard score, percentile ranks, age/grade equivalents, and stanines).
21. Appropriate use and limitations of each type of assessment instrument.
22. Influence of diversity on assessment, eligibility, programming, and placement of exceptional learners.
23. The relationship between assessment and placement decisions.
24. Methods for monitoring student progress.

Skills:

25. Collaborate with parents and other professionals involved in the assessment of students with individual learning needs.
26. Create and maintain student records.
27. Gather background information regarding academic, medical, and family history.
28. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations, task analysis) appropriately.
29. Interpret formal and informal assessment instruments and procedures.
30. Report assessment results to students, parents, administrators, and other professionals using appropriate communication skills.
31. Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments.
32. Develop individualized assessment strategies for instruction.
33. Use assessment information in making instructional decisions and planning individual student programs.
34. Evaluate the results of instruction.
35. Evaluate readiness for integration into various program placements.

IV. Instructional Content and Practice

Knowledge:

36. Differing learning styles of students and how to adapt teaching to these styles.
37. Demands of various learning environments (e.g., individualized instruction in general education classes).
38. Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs.
39. Instructional and remedial methods, techniques, and curriculum materials.
40. Techniques for modifying instructional methods and materials.
41. Life skills instruction relevant to independent, community, and personal living and employment.
42. Diversity and dynamics of families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

Skills:

43. Interpret and use assessment data for instructional planning.
44. Develop and/or select assessment measures and instructional programs and practices which respond to cultural, linguistic, and gender differences.
45. Develop comprehensive, longitudinal individualized student programs.
46. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
47. Prepare appropriate lesson plans.
48. Involve the student in setting instructional goals and charting progress.
49. Conduct and use task analysis.
50. Select, adapt, and use instructional strategies and materials according to characteristics of learner.
51. Sequence, implement, and evaluate individual student learning objectives.
52. Integrate affective, social, and career/vocational skills with academic curricula.
53. Use strategies for facilitating maintenance and generalization of skills across learning environments.
54. Use instructional time properly.
55. Teach students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
56. Choose and implement instructional techniques and strategies that promote successful transitions for persons with exceptional learning needs.
57. Establish and maintain rapport with learner.
58. Use verbal and nonverbal communication techniques.
59. Conduct self-evaluation of instruction.

V. Planning and Managing the Teaching and Learning Environment

Knowledge:

60. Basic classroom management theories, methods, and techniques for students with exceptional learning needs.
61. Research based best practices for effective management of teaching and learning.
62. Ways in which technology can assist with planning and managing the teaching and learning environment.

Skills:

63. Create a safe, positive, and supporting learning environment in which diversities are valued.
64. Use strategies and techniques for facilitating the functional integration of exceptional individuals in various settings.
65. Prepare and organize materials in order to implement daily lesson plans.
66. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment.
67. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.
68. Design, structure, and manage daily classroom routines effectively, including transition time, for students, other staff, and the general classroom.
69. Direct the activities of a classroom paraprofessional, aide, volunteer, or peer tutor.
70. Create an environment that encourages self-advocacy and increased independence.

VI. Managing Student Behavior and Social Interaction Skills

Knowledge:

71. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors.

72. Ethical considerations inherent in classroom behavior management.

73. Teacher attitudes and behaviors that positively or negatively influence student behavior.

74. Social skills needed for educational and functional living environments and effective instruction in the development of social skills.

75. Strategies for crisis prevention/intervention.

76. Strategies for preparing students to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.

Skills:

77. Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptionalities.

78. Implement the least intensive intervention consistent with the needs of the individual with exceptionalities.

79. Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.

80. Identify realistic expectations for personal and social behavior in various settings.

81. Integrate social skills into the curriculum.

82. Use effective teaching procedures in social skills instruction.

83. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem.

84. Prepare students to exhibit self-enhancing behavior in response to societal attitudes and actions.

VII. Communication and Collaborative Partnerships

Knowledge:

85. Importance and benefits of communication and collaboration which promotes interaction with students, parents, and school and community personnel.

86. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.

87. Developing individual student programs working in collaboration with team members.

88. Roles of students, parents, teachers, other school and community personnel in planning a student's individualized program.

89. Ethical practices for confidential communication to others about individuals with exceptional learning needs.

Skills:

90. Use collaborative strategies in working with students, parents, and school and community personnel in various learning environments.

91. Communicate and consult with students, parents, teachers, and other school and community personnel.

92. Foster respectful and beneficial relationships between families and professionals.

93. Encourage and assist families to become active participants in the educational team.

94. Plan and conduct collaborative conferences with parents or primary caregivers.

95. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments.

96. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of students with specific exceptional learning needs.

VIII. Professionalism and Ethical Practices

Knowledge:

97. One's own cultural biases and differences that affect one's teaching.

98. Importance of the teacher serving as a model for students.

Skills:

99. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs.

100. Demonstrate positive regard for the cultures, religion, gender, and sexuality of students.

101. Promote and maintain a high level of competence and integrity in the practice of the profession.

102. Exercise objective professional judgment in the practice of the profession.

103. Demonstrate proficiency in oral and written communication.

104. Engage in professional activities which may benefit individuals with exceptionalities, their families, and/or colleagues.

105. Comply with local, state, provincial, and federal monitoring and evaluation requirements.

106. Use of copyrighted educational materials in an ethical manner.

107. Practice within the CEC Code of Ethics and other standards and policies of the profession.

Swan, W. W., & Sirvis, B. (1992). *TEACHING Exceptional Children, 25*(1), 16-20.

Adopted by The Council for Exceptional Children in June 1992.

CEC Standards for the Preparation of Special Education Personnel

1. Governance of Basic Programs

Membership of the Governing Unit

Standard: The faculty and staff of the governing unit for basic programs possess scholarly preparation and professional experience appropriate to their assignments. They maintain an involvement in, and are well informed about, educational issues and are committed to the preparation of teachers to provide instruction in a multicultural society.

Functions of the Governing Unit

Standard: The governing unit is responsible for setting and achieving teacher education goals, establishing policies, fixing responsibility for program decision-making, identifying and utilizing resources, and facilitating continuous development and improvement of basic teacher education programs.

Relationship to Other Administrative Units

Standard: Policies are published that clearly delineate responsibility of the governing unit and the interdependent responsibilities of other policy-making groups and administrative offices within the institution for the overall administration and coordination of basic programs.

Official Representative

Standard: One person is officially designated to represent the teacher education unit. The authority and responsibility of this individual for the overall administration and coordination of basic teacher education programs are indicated in published policies.

Commitment to Individuals with Exceptionalities

Standard: Members of the governing unit responsible for basic programs understand and are committed to the preparation of teachers capable of providing an appropriate educational program for individuals with exceptionalities.

Representation by Special Education Administrative Units

Standard: Special education programs where established as administrative units shall be represented on the teacher education governing unit.

2. Curricula for Basic Programs

Design of Curricula

Standard: Special education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.

(1) Multicultural Education

Standard: The institution provides for multicultural education throughout the curriculum.

(2) Special Education

Standard: The institution provides its graduates with the knowledge and skills necessary to provide an appropriate education for learners with exceptionalities.

The General Studies Component

Standard: There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consist of studies in the symbolics of information, natural and behavioral sciences, and humanities.

The Professional Studies Component

Standard: The professional studies component shall be sufficient to provide a preparation program requisite to the development of a competent professional and shall not constitute less than one-half of a student's total undergraduate program of study.

(1) Content for the Teaching Specialty

Standard: The professional studies component of each curriculum for prospective special education teachers includes: (1) the study of the content to be taught to pupils; and, (2) the supplementary knowledge, from the subject matter of the area of emphasis and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

(2) Humanistic and Behavioral Studies

Standard: The professional and specialty studies component of each curriculum for prospective special education teachers includes instruction in the humanistic studies and the behavioral studies.

Distribution of Humanistic and Behavioral Studies

Standard: The humanistic and behavioral studies shall be determined by the specialty area and may be achieved as part of, or separate from, the general component.

(3) Teaching and Learning Theory with Laboratory and Clinical Experience

Standard: The professional and specialty studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experiences.

(4) Practicum

Standard: The professional studies component for each specialty area curriculum offered shall provide prospective special education teachers with direct, qualitative, and intensive supervised teaching experience. Prospective special education teachers seeking multiple specialization shall be required to complete a practicum in each specialization area (as defined by individual teacher preparation programs and state education agencies).

(5) Supervision of Practicum

Standard: Each Area of Emphasis provides supervision to teacher candidates by university/college faculty qualified and experienced in teaching in the Area of Emphasis.

(6) Practicum Selection and Placement

Standard: Each area of emphasis has responsibility for assigning teacher candidates to approach placements. This responsibility includes the approval of cooperating teachers and supervisors. Criteria for the selection and retention of such persons are in writing and subject to ongoing evaluation.

Use of Guidelines Developed by National Learned Societies and Professional Associations

Standard: The institution's process for developing curriculum for the preparation of special education personnel includes procedures for the study of the recommendations of national professional organizations (e.g., CEC divisions, American Speech-Language-Hearing Association, American Nursing Association), as they may affect special education programs.

Student Participation in Program Evaluation and Development

Standard: The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its teacher education programs.

3. Faculty for Basic Programs

Competence and Utilization of Faculty

Standard: An institution engaged in preparing teachers has full-time faculty members in teacher education whose preparation reflects rich and varied backgrounds appropriate to the programs offered. Each has post-master's degree preparation and/or demonstrated scholarly competence and appropriate specializations. Such specializations make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. There are appropriate specializations to ensure competent supervision of laboratory, clinical, and practicum experiences. Institutional policy will reflect a commitment to multicultural education in the recruitment of full-time faculty members.

Faculty Involvement with Schools and Other Educational Agencies

Standard: The teacher education faculty members maintain a continuing interaction with educational programs and personnel working in both public and private schools, institutions, and state and local agencies in their specialty areas.

Conditions for Faculty Service

Standard: The institution enforces a policy which limits faculty teaching load and related responsibilities to make possible effective performance.

Conditions for Faculty Development

Standard: The institution provides conditions and services essential to continuous development and effective performance of the faculty.

Part-Time Faculty

Standard: Part-time faculty who meet all appointment requirements applicable to full-time faculty are employed when necessary to augment and/or enrich existing course or program offerings. No more than one-fourth or 25% of any specialty area should be delivered via the utilization of part-time faculty.

4. Students in Basic Programs

Admission to Basic Programs

Standard: The institution applies specific, published criteria for admission to teacher education programs.

Retention of Students in Basic Programs

Standard: The institution applies clearly stated evaluative criteria and establishes time frames for the retention of candidates in basic programs. These criteria are reviewed and revised periodically, in the light of data on the teaching performance of graduates, to increase the probability that candidates will become successful teachers.

Counseling and Advising for Students in Basic Programs

Standard: Counseling and advising provided to teacher education programs should be provided by persons qualified in and knowledgeable about the specialty area being pursued by the student. Advisement should provide for a total career understanding encompassing both preparation and practice.

5. Resources and Facilities for Basic Programs

Library

Standard: The library quantitatively and qualitatively supports the instruction, research, and services pertinent to the needs of each teacher education program.

Materials and Instructional Media Center

Standard: An accessible instructional materials and media center shall be maintained to support all teacher education programs offered. The responsibility for the content, materials acquisition, and operation of the center shall be that of the teacher education program or shared with the library, depending upon its location.

Physical Facilities and Other Resources

Standard: The institution provides accessible physical facilities and instructional resources as well as other appropriate adaptations of them to assure maximal utilization by all students enrolled in teacher education programs.

6. Evaluation, Program Review, and Planning

Evaluation of Graduates

Standard: The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter the teaching profession. This evaluation includes evidence of their performance in relation to program objectives.

Evaluation of Results to Improve Basic Programs

Standard: The basic teacher education programs preparing persons to perform as teachers in public and private schools, institutions, and agencies offering educational programs shall be regularly and systematically evaluated in an effort to improve these programs and maximize their quality.

Long-Range Planning

Standard: The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional development.

G-1. Governance of Advanced Programs

Membership of the Governing Unit

Standard: The faculty and staff of the governing unit for basic programs possess scholarly preparation and professional experience appropriate to their assignments. They maintain an involvement in, and are well informed about, educational issues and are committed to the preparation of teachers to provide instruction in a multicultural society.

Functions of the Governing Unit

Standard: Primary responsibility for initiation, development, and implementation of advanced programs lies with the education faculty. The governing unit is responsible for setting and achieving advanced program goals, establishing policies, fixing responsibility for program decision-making, identifying and utilizing resources, and facilitating continuous development and improvement of advanced programs.

Relationship to Other Administrative Units

Standard: Where special education is identifiable as an organizational unit or program entity it shall be entitled to representation on the decision-making unit responsible for advanced program.

G-2. Curricula for Advanced Programs

Design of Curricula

Standard: Curricula for advanced special education programs are based on explicit objectives that reflect the institution's conception of the professional roles for which the preparation is designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.

Multicultural Education

Standard: The institution provides for multicultural education in its advanced curricula—in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, and with direct and simulated experiences in professional practices.

Content of Curricula

Standard: The curriculum for each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the Area of Emphasis with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

Research in Advanced Curricula

Standard: Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research.

Use of Guidelines Developed by National Learned Societies and Professional Associations

Standard: The institution's process for developing curriculum for the preparation of special education personnel includes procedures for the study of the recommendations of national professional organizations (e.g., CEC divisions, American Speech-Language-Hearing Association, American Nursing Association), as they may affect special education programs.

Student Participation in Program Evaluation and Development

Standard: The institution makes provisions for representative student participation in the decision-making phases, related to the design, approval, evaluation, and modification of its advanced programs.

Individualization of Programs of Study

Standard: Each advanced curriculum provides for the individualization of teacher candidate's programs of study.

Quality Controls

Standard: Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.

(1) Graduate Level Courses

Standard: Not more than one-third of the curricula requirements for the masters' degree and sixth-year certificate or degree may be met by the utilization of courses, experiences, and seminars

open both to graduate and advanced undergraduate students. The institution has policies which stipulate that all courses granting credit toward the doctoral degree must be graduate level offerings.

(2) Residence Study

Standard: A full-time continuous residency on campus which consists of any two contiguous semesters or three contiguous quarters (or alternative pattern defined by the institution) shall be required for the doctoral degree.

G-3. Faculty for Advanced Programs

Preparation of Faculty

Standard: Faculty members teaching at the master's level in advanced programs hold the doctorate with advanced study in each field of specialization in which they are teaching, or have demonstrated competence in such fields; those teaching at the sixth-year and doctoral levels hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are engaged in scholarly activity that supports their fields of specialization and have experience which relates directly to their respective fields.

Composition of Faculty for Doctoral Degree Programs

Standard: No less than one full-time qualified doctoral faculty member shall be provided for each specialty area (as defined by the institution) offered in special education. In addition, sufficient faculty shall be provided in those areas that directly relate to, or serve to augment, the specialty area programs.

Conditions for Faculty Service

Standard: The institution enforces a policy which limits faculty teaching load and related assignments to make possible effective performance and time for scholarly development and community service.

Conditions for Faculty Development

Standard: The institution provides conditions and services essential to the effective performance by the faculty in the advanced programs.

Part-Time Faculty

Standard: The number of part-time faculty utilized in the support of any one given doctoral specialty area shall not exceed one-fourth or 25% of the total curricula delivered.

Faculty Involvement with Educational Programs in Public and Private Schools, Institutions, and Local and State Agencies

Standard: Faculty who are assigned courses and/or who are required to supervise practicum shall have demonstrated past, present, and planned involvement with public and private schools, agencies, and other institutions providing educational programs and/or services in their specialization area.

G-4. Students in Advanced Programs

Admission to Advanced Programs

Standard: The institution applies published specific criteria for admission to each advanced program at each level.

Retention of Students in Advanced Programs

Standard: The institution applies clearly stated evaluative criteria and establishes time frames for the retention of candidates in advanced programs. These criteria are reviewed and revised periodically in the light of data on the performance of graduates, to increase the probability that candidates will be successful in the professional roles for which they are being prepared.

Planning and Supervision of Students' Programs of Study

Standard: The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.

Admission Policies

Standard: Students considered for admission to advanced programs shall not be discriminated against because of ethnicity, race, sex, creed,

socioeconomic status, age, disability, sexual orientation, or exceptionality.

G-5. Resources and Facilities for Advanced Programs

Library

Standard: The library provides resources that quantitatively and qualitatively support instruction, independent study, and research required for each advanced program.

Materials and Instructional Media

Standard: Accessible materials and instructional media resources are provided to advanced programs by the teacher education program directly or on a shared basis by the library in both quantity and quality sufficient to support each specialty area.

Physical Facilities and Other Resources

Standard: The physical facilities, instructional resources, and other related services which are integral to the delivery of instructional and research activities related to advanced programs shall be fully accessible to all students. Appropriate adaptations necessary to maximize instructional opportunity for all students shall also be provided.

G-6. Evaluation, Program Review, and Planning

Evaluation of Graduates

Standard: The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter their professional roles. This evaluation includes evidence of their performance in relation to program objectives.

Evaluation Results to Improve Advanced Programs

Standard: The advanced preparation programs for practitioners in public and private schools, agencies, institutions, and higher education institutions shall be regularly and systematically evaluated in an effort to improve and/or modify these programs to assure maximum quality.

Long-Range Planning

Standard: The institution has plans for the long-range development of its advanced programs; these plans are part of a design for total institutional development.

For guidelines implementing the CEC Standards for the Preparation of Special Education Personnel, please refer to: *CEC/NCATE Guidelines for CEC Program Approval of Undergraduate or Basic Programs, CEC/NCATE Guidelines for CEC Program Approval of Graduate or Advanced Programs,* and *CEC Non-NCATE Guidelines for CEC Program Approval.*

The Council for Exceptional Children. (1993). *CEC Policy Manual,* Section Three, part 2 (pp. 9-12). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

CEC Standards for the Preparation of Special Education Personnel

CEC/NCATE Guidelines for CEC Program Approval of Undergraduate or Basic Programs

CEC is an active constituent member of the National Council for Accreditation of Teacher Education (NCATE). These guidelines are one of 18 sets of specialty guidelines for specific areas of education (such as math, English, social studies, and special education) adopted by NCATE to assure that specialty content curriculum in colleges of education meet national professional standards as part of the overall education unit accreditation process. Only NCATE "accredits" education units; specialty constituent organizations give program "approval" or "program recognition" for those that meet the guidelines. CEC and NCATE publish annual lists of those programs that meet national standards.

B1: Special education curricula are based on explicit objectives that reflect the institution's conception of the special education teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.

1.1 Written objectives specify the knowledge and skills to be acquired as a result of the personnel preparation program for special education teachers.

1.2 The written objectives are based on a clear concept of what constitutes an effective special education teacher, in the Area of Emphasis.

1.3 There is a direct relationship between the written objectives and the curriculum for the Area of Emphasis.

1.4 Objectives and other components of the curriculum relate to the state's certification requirements.

1.5 The institution's process for developing curriculum for the preparation of special education personnel includes procedures for the study of the recommendations of national professional organizations (e.g., CEC divisions, American Speech-Language-Hearing Association, American Nursing Association), as they may affect special education programs.

B2: The professional and specialty studies components of each curriculum for prospective special education teachers include: 1) the study of the content to be taught to pupils, and 2) the supplementary knowledge, from the subject matter of the Area of Emphasis and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

The professional studies curriculum:

2.1 Contains elements that emphasize knowledge bases needed to teach the student.

2.2 Contains knowledge bases needed by the teacher as background for the teaching specialty.

2.3 Will adequately prepare the student to teach effectively in his/her Area of Emphasis.

2.4 Reflects the use of appropriate instructional approaches, including various teaching models, materials, media and technologies.

2.5 Promotes critical teaching skills; a problem-solving orientation is evident.

2.6 Prepares trainees to use current and emerging technologies (educational, information and adaptive) in the candidate's area of specialization.

2.7 Emphasizes professionalism.

2.8 Emphasizes knowledge and strategies needed to plan instruction effectively.

2.9 Emphasizes the development of skills needed for the effective implementation of instruction.

2.10 Emphasizes the development of knowledge and skills needed to effectively manage groups of students in classroom settings.

2.11 Emphasizes the knowledge and skills needed to evaluate instruction effectively.

2.12 Emphasizes cooperative working relationships and teamwork with other disciplines, agencies, colleagues, and parents.

2.13 Constitutes one-half or more of a candidate's total undergraduate program of study.

2.14 Provides for multicultural education throughout the curriculum.

B3: The professional and specialty studies components of each curriculum for prospective special education teachers includes instruction in the humanistic studies and the behavioral studies. (If humanities and behavioral studies are not addressed in the professional studies component of the program, provide evidence of how guidelines 3.1, 3.2, and 3.3 are addressed in other components of the curriculum.)

3.1 The professional studies component includes instruction humanistic studies, i.e., an examination of the nature and aims of education, the curriculum, the organization and administration of school systems, and the process of teaching and learning as related to historical development and philosophical issues.

3.2 The professional studies component includes instruction in the behavioral studies, e.g., the problems of education studies with respect to psychology, sociology, anthropology, economics, or political science.

3.3 The humanistic and behavioral studies components of the curriculum are relevant to the Area of Emphasis and are sufficient to satisfy the needs of the Area of Emphasis.

B4: The professional and specialty studies components of each curriculum include the systematic study of teaching and learning theory with appropriate laboratory and clinical experiences.

4.1 The curriculum provides students with early and frequent laboratory and clinical experiences.

4.2 The curriculum clearly integrates teaching and learning theories with laboratory and clinical experiences and applies them extensively in practicum throughout the curriculum.

B5: The professional and specialty studies component of each specialty area curriculum offered shall provide prospective special education teachers with direct, qualitative, and intensive supervised teaching experiences. Prospective special education teachers seeking multiple specializations shall be required to complete a practicum in each Area of Emphasis (as defined by individual teacher preparation programs and state education agencies).

5.1 Field experiences are sequential in difficulty.

5.2 Each field experience has clearly stated measurable objectives which relate to the overall goals and objectives of the program.

5.3 Teacher candidates participate in field experiences which require interactions with

parents and/or other persons who are significant in the lives of students.

5.4 Cooperating teachers are provided guidelines which structure field experiences.

5.5 Cooperating teachers are provided criteria and guidelines for evaluating the performance of students in field experiences.

5.6 The student teaching experience is in the same type of classroom setting as that for which the teacher candidate is seeking licensure/certification.

5.7 The student teaching experience is with the same type of students (disability and level of severity) as those with whom the teacher candidate is preparing to work.

5.8 Teacher candidates are placed only with cooperating teachers who are appropriately licensed/certified in the Areas of Emphasis in which candidates are seeking certification.

5.9 Each Area of Emphasis provides supervision to teacher candidates by university/college faculty qualified and experienced in teaching in the Area of Emphasis.

5.10 During student teaching, the supervisor from the university/college observes the teacher candidate at least five times.

5.11 Student teaching and field experiences afford teacher candidates opportunities to teach children and youth of various background and of ages that are appropriate for the Area of Emphasis.

5.12 Student teaching and field experiences include applied work in informational, educational, or adaptive technologies.

5.13 Explicit performance criteria are established for student teaching and each field experience.

5.14 Terminal outcomes for students in student teaching and field experiences are evaluated in applied settings through the use of reliable measures and instruments.

5.15 Students have a minimum of ten (10) full-time weeks of supervised practicum/student teaching in each Area of Emphasis.

5.16 Knowledge and Skills required for each practicum experience reflect "best teaching practices."

5.17 Practicum experiences are supervised under a structured program of advisement.

B6: Each Area of Emphasis has responsibility for assigning teacher candidates to approved placements. This responsibility includes the approval of cooperating teachers and supervisors. Criteria for the selection and retention of such persons are in writing and subject to ongoing evaluation.

6.1 Each Area of Emphasis is authorized to approve cooperating teachers and supervisors.

6.2 Each Area of Emphasis has written criteria for the selection and retention of cooperating teachers and supervisors.

B7: The institution makes provisions for representative participation of teacher candidates in the decision-making phases related to the design, approval, evaluation, and modification of its special education program.

7.1 Students are involved in the design, approval, evaluation, and modification of the total program as well as individual Areas of Emphasis.

National Council for Accreditation of Teacher Education. (1993). *NCATE Approved Curriculum Guidelines* (pp. 129-135). Washington, DC: Author.

Originally adopted by The Council for Exceptional Children in 1985, revised 1991.

CEC Standards for the Preparation of Special Education Personnel

CEC/NCATE Guidelines for CEC Program Approval of Graduate or Advanced Programs

CEC is an active constituent member of the National Council for Accreditation of Teacher Education (NCATE). These guidelines are one of 18 sets of specialty guidelines for specific areas of education (such as math, English, social studies and special education) adopted by NCATE to assure that specialty content curriculum in colleges of education meet national professional standards as part of the overall education unit accreditation process. Only NCATE "accredits" education units; specialty constituent organizations give program "approval" or "program recognition" for those that meet the guidelines. CEC and NCATE publish annual lists of those programs that meet national standards.

A1: Curricula for advanced special education programs are based on explicit objectives that reflect the institution's conception of the professional roles for which the preparation is designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.

1.1 Written objectives specify the knowledge and skills to be acquired through completion of the special education program.

1.2 The written objectives are based on a clear concept of the roles for which the program prepares graduates.

1.3 There is a direct relationship between the written objectives and the curriculum for the program.

1.4 The institution's process for developing curriculum for the preparation of special education personnel includes procedures for the study of the recommendations of national professional organizations (e.g., CEC divisions, American Speech-Language-Hearing Association, American Nursing Association), as they may affect special education programs.

A2: The curriculum of each advanced special education program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the Area of Emphasis with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

2.1 The curriculum promotes critical thinking skills; a problem-solving orientation is evident.

2.2 The curriculum prepares students to use emerging technologies (educational, informational, and adaptive).

2.3 The curriculum emphasizes professionalism.

2.4 The curriculum emphasizes cooperative working relationships and teamwork with

other disciplines, agencies, colleagues and parents.

2.5 The specialty studies component includes instruction on the historical development of The Individuals with Disabilities Education Act (PL 101-476) formerly known as The Education of the Handicapped Act (PL 94-142), IEPs, due process and other current issues in special education.

2.6 The professional and specialty studies component includes instruction in the behavioral studies, e.g., the problems of education and studies with respect to psychology, anthropology, economics, or political science.

2.7 The instructional strategies used by faculty in Special Education to deliver the curriculum are appropriate and include a variety of teaching modes, materials, media, and technologies.

2.8 The procedures used to evaluate the attainment of competencies are appropriate.

2.9 The curriculum clearly integrates teaching and learning theories with laboratory and clinical experiences.

2.10 The institution provides for multicultural education in its advanced curricula in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, and with direct and simulated experiences in professional practices.

2.11 Explicit performance criteria are established for each field experience.

2.12 The field experiences involve model teachers who use practices congruent with the curriculum for the Area of Emphasis.

2.13 Field experiences are supervised under a structured program of advisement.

2.14 Teacher candidates obtaining licensure/certification have a minimum of ten weeks of full-time, supervised student teaching in the Area of Emphasis.

2.15 The advanced curriculum is differentiated from the basic/undergraduate curriculum for the Area of Emphasis.

2.16 The curriculum for a graduate program which leads to initial licensure/certification in special education is differentiated from that for a program that requires certification in the Area of Emphasis for admission.

2.17 The curriculum for a master's program is differentiated from that of a specialist or doctoral program.

A3: Not more than one-third of the curricula requirements for the masters degree and sixth-year certificate or degree may be met by the utilization of courses, experiences, and seminars open both to graduate and advanced undergraduate students.

3.1 The institution has written policies which prevent more than one-third of the course requirements for master's and sixth-year certificates/degrees to be met by courses which are open to both graduate and undergraduate students.

3.2 The institution has policies which stipulate that all credit accepted toward a doctoral degree must come from graduate level courses.

A4: Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research. (For masters programs complete guidelines 4.1 through 4.3 only; for sixth-year and doctoral program, complete 4.1 through 4.4.)

4.1 Students acquire an appreciation of scholarship and a understanding of the importance of assessing and using the results of current research, i.e., students are knowledgeable consumers of research data.

4.2 The curriculum prepares graduate candidates to engage in research activities.

4.3 The curriculum exposes graduate candidates to current research in special education.

4.4 The curriculum prepares doctoral candidates who can organize and disseminate information that has been collected in a systematic, organized manner.

A5: Each advanced curriculum provides for the individualization of teacher candidates' programs of study.

5.1 The curriculum is adapted to meet the needs of individual graduate candidates.

A6: Institutional policies preclude the granting of graduate credit for study which is remedial or designed to remove deficiencies in meeting the requirements for admission to advanced programs.

A7: A full-time continuous residency on campus which consists of any two contiguous semesters or three contiguous quarters (or alternative pattern defined by the institution) shall be required for the doctoral degree. (This guideline should be evaluated for doctoral programs only.)

A8: The institution makes provisions for representative teacher candidate's participation in the decision-making phases related to the design, approval, evaluation, and modification of its advanced programs.

National Council for Accreditation of Teacher Education. (1993). *NCATE Approved Curriculum Guidelines* (pp. 138-142). Washington, DC: Author.

Originally adopted by The Council for Exceptional Children in 1985, revised 1991.

CEC Standards for the Preparation of Special Education Personnel

Non-NCATE Guidelines for Program Approval

The Council for Exceptional Children is an active constituent member of the National Council for Accreditation of Teacher Education (NCATE) and recommends that all institutions of higher education that prepare professional personnel for the schools seek full NCATE accreditation. While CEC is not an accrediting agency, CEC as an international professional organization highly recommends that all institutions preparing professional special educators meet the CEC Standards for the Preparation of Special Education Personnel. In order to recognize those institutions which meet CEC standards, CEC entertains applications from those institutions which choose to apply to CEC and are not going through the NCATE process. This is a program approval or recognition process and is not a means of accreditation. To assure that such institutions have met conditions that directly affect the quality of special education programs that were previously attended to in the NCATE process, the following 34 items were added to the CEC/NCATE Guidelines to assure quality special education preparation programs.

1. In states with a program approval process, the special education programs are approved by the appropriate state agency.
2. The institution in which the special education program is housed is accredited by the appropriate institutional accrediting agencies.
3. The institution in which the special education program is housed is an equal opportunity employer which does not discriminate on the basis of race, sex, color, religion, age or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).
4. Special education faculty collaborate with faculty from other academic units in program planning and evaluation of special education.
5. The special education program has developed arrangements with school districts in its geographical area to provide assistance to its graduates who are first-year teachers and/or who are beginning a new role in special education as an extension of their professional special education program.
6. Positive working relationships with local schools are developed and maintained to improve the delivery of quality education in the schools.
7. The special education program and local schools cooperatively develop research questions and inquiry strategies to encourage the involvement of practicing professionals with special education faculty to further develop and refine the professional knowledge bases.
8. The special education faculty are regularly involved with the professional world of prac-

tice at the appropriate level of instruction (preschool, elementary, and/or secondary).

9. Incentives and affirmative procedures are used to attract quality candidates who represent a culturally diverse population with potential for professional success as special educators in schools.
10. Applicants from diverse economic, racial, and cultural backgrounds are recruited.
11. The special education program's advisory system provides special education students access to academic and professional assistance, including information about requirements needed to complete their special education programs.
12. Special education students have access to publications that describe program requirements and institutional policies, including clear statements of due process.
13. Special education students are made aware of the availability of social and psychological counseling services within the institution.
14. Special education faculty view themselves as members of the training and research arms of the teaching profession.
15. Faculty work load assignments accommodate faculty involvement in teaching, scholarship, and service, including curriculum development, institutional committee work, and other internal service responsibilities.
16. The teaching load of undergraduate special education faculty is no more than the equivalent of 12 semester/quarter hours, and the teaching load of graduate special education faculty is no more than the equivalent of 9 semester/quarter hours.
17. Faculty keep abreast of developing work and debates about research on teaching and special education, as well as recent scholarly work in the areas that they teach.
18. Systematic faculty development activities are provided for faculty, cooperating teachers, and others who may contribute to special education programs.
19. Special education faculty are actively involved in professional associations, and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment.
20. Special education faculty are regularly evaluated in terms of their contributions to the areas of teaching, scholarship, and service. These evaluation data are used in determining salary, promotion, and tenure.
21. Competence in teaching is evaluated through direct measures of teaching effectiveness such as student evaluations.
22. Evaluations of special education faculty are systematically used to improve teaching, scholarly and creative activities, and service within the program.
23. Instructional resources for supervision of special education practicum experiences do not exceed a ratio of 18 full-time equivalent students to one full-time equivalent faculty member.
24. Support for special education faculty development is at least at the level of other units in the institution.
25. The use of part-time faculty and graduate students who teach in special education programs is limited to prevent the fragmentation of instruction and the erosion of quality, and they are supervised by full-time faculty to ensure program integrity, quality, and continuity.
26. The budget trends for the special education programs over the past 5 years and future planning indicate continued support for special education programs.
27. The special education program allocates its available resources to programs in a manner that allows each of them to meet its mission and needs.
28. Financial support provided during the last 5 years has been adequate for books in education, periodicals listed in Education Index, films and filmstrips, computer hard-

ware and software and other similar resources.

29. Special education facilities are accessible to individuals with disabilities.

30. Library holdings provide adequate scope, breadth, and currency to support the special education programs.

31. Systematic reviews of library and media materials are conducted periodically and are used to make acquisition decisions by the special education program.

32. An identifiable and relevant media and materials collection is accessible to special education students and faculty.

33. Modern equipment is available to support administration, research, service, and instructional needs of the special education program.

34. Necessary supplies are provided to support special education faculty, students, staff, and administration in the operation and implementation of programs, policies, and procedures.

In addition, the special education program must submit a chapter for each program it offers at the undergraduate and graduate level. These chapters shall be the same as outlined in the Instructional Manual for Preparing Folios to Meet CEC/NCATE Special Education Guidelines in graduate and undergraduate programs.

An application fee schedule has been established to cover the cost of the review. The basic fee is $800 for the first program and $200 for each additional program (up to 5 programs) for a maximum application fee of $1800. The special education program shall pay the cost of a site visit team of two reviewers for 1-1/2 days.

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For further information and updates contact:

Professional Standards
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703/264-9408

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